

2014-2015 Annual Assessment Report Template ^{v16}

FOR GRADUATE AND CREDENTIAL PROGRAMS: THIS TEMPLATE REFERS TO SAC STATE BACCALAUREATE LEARNING GOALS. PLEASE IGNORE THESE REFERENCES IN YOUR REPORT.

Question 1: Program Learning Outcomes

Q1.1. Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) did you assess in 2014-2015? [Check all that apply]

- | | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | 1. Critical thinking |
| <input checked="" type="checkbox"/> | 2. Information literacy |
| <input type="checkbox"/> | 3. Written communication |
| <input type="checkbox"/> | 4. Oral communication |
| <input type="checkbox"/> | 5. Quantitative literacy |
| <input checked="" type="checkbox"/> | 6. Inquiry and analysis |
| <input type="checkbox"/> | 7. Creative thinking |
| <input type="checkbox"/> | 8. Reading |
| <input type="checkbox"/> | 9. Team work |
| <input type="checkbox"/> | 10. Problem solving |
| <input type="checkbox"/> | 11. Civic knowledge and engagement |
| <input type="checkbox"/> | 12. Intercultural knowledge and competency |
| <input type="checkbox"/> | 13. Ethical reasoning |
| <input type="checkbox"/> | 14. Foundations and skills for lifelong learning |
| <input type="checkbox"/> | 15. Global learning |
| <input type="checkbox"/> | 16. Integrative and applied learning |
| <input type="checkbox"/> | 17. Overall competencies for GE Knowledge |
| <input type="checkbox"/> | 18. Overall competencies in the major/discipline |
| <input type="checkbox"/> | 19. Other, specify any PLOs that were assessed in 2014-2015 but not included above: |
| <input type="checkbox"/> | a. |
| <input type="checkbox"/> | b. |
| <input type="checkbox"/> | c. |

Q1.3. Are your PLOs closely aligned with the mission of the university?

1. Yes
 2. No
 3. Don't know

Q1.4. Is your program externally accredited (other than through WASC)?

1. Yes
 2. No (Go to Q1.5)
 3. Don't know (Go to Q1.5)

Q1.4.1. If the answer to Q1.4 is yes, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

1. Yes
 2. No
 3. Don't know

Q1.5. Did your program use the [Degree Qualification Profile](#) (DQP) to develop your PLO(s)?

1. Yes
 2. No, but I know what the DQP is
 3. No, I don't know what the DQP is.
 4. Don't know

Q1.6. Did you use action verbs to make each PLO measurable (See Attachment I)?

YES

Q1.2. Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs were **explicitly** linked to the Sac State BLGs:

1) **Information Literacy:** Know, explain & use feminist perspectives. This criterion was used to measure students' understanding and competency in feminist literature and perspectives through engagement with various classic texts dealing with historical, socio-cultural, sexual, political and economic challenges faced by women & minorities. Students were assessed for knowledge of feminist literature, theories and methods from interdisciplinary, intercultural and intersectional perspectives. This PLO is directly linked to the following two University Baccalaureate Learning Goals: **Competence in the Discipline & knowledge of Human Cultures and the Physical and natural world;** and **Personal and Social Responsibility.** Women's Studies is one of few disciplines where students read texts addressing social justice, discrimination, global power struggles, & structural inequalities. Most Women's Studies Majors develop strong perspectives on these issues and have a highly developed sense of personal and social responsibility.

2) **Critical Thinking, Inquiry & Analysis:** Analyze & comparatively evaluate various theories in Women's Studies. The emphasis on Critical Inquiry and Analysis requires

Q1.2.1. Do you have rubrics for your PLOs?

1. Yes, for all PLOs
 2. Yes, but for some PLOs
 3. No rubrics for PLOs
 N/A, other (please specify):

students to examine multiple texts and perspectives, and develop complex arguments and analyses through examination and evaluation of social and institutional power structures & inequalities encountered by women, sexual, ethnic and underprivileged minorities every day using theoretical texts in Women's Studies. This PLO is directly linked to Intellectual and Practical Skills, i.e., the ability to comprehend and evaluate complex texts and issues, and effectively communicate critical thinking skills through effective written assignments.

IN QUESTIONS 2 THROUGH 5, REPORT IN DETAIL ON ONE PLO THAT YOU ASSESSED IN 2014-2015

Question 2: Standard of Performance for the selected PLO

Q2.1. Specify one PLO here as an example to illustrate how you conducted assessment (be sure you checked the correct box for this PLO in Q1.1):
Both the PLO's were assessed using the final written assignment for the capstone Seminar in Women's Studies, WOMS 180: Seminar in Feminist Theory.

Q2.2. Has the program developed or adopted **explicit** standards of performance for this PLO?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q2.3. Please provide the rubric(s) and standard of performance that you have developed for this PLO here or in the appendix: **[Word limit: 300**

Detailed Rubric is attached in the appendix. We set the expectation that at least 70% of majors will attain a 3 in the two PLO's assessed. Please see detailed rubric in appendix.

Grading Criteria	4 – Highly Competent	3 – Mostly Competent	2 – Slightly Competent	1 – Barely Competent
<p>1. a) Information Literacy: Know, explain & use feminist perspectives.</p> <p>2) Critical Thinking, Inquiry & Analysis: Analyze & comparatively evaluate the value of texts & theories in Women's Studies.</p>	<p>A clear application and mastery of feminist theory.</p> <p>Excellent evaluation of complex arguments within and between texts.</p>	<p>Application of feminist theory with Clear interpretation of texts with comparative perspectives.</p>	<p>Some application of feminist theory</p> <p>Over all interpretation and analysis okay, with problems in some places.</p>	<p>Hardly any application of feminist theory</p> <p>Several interpretation problems.</p>

Q2.4. Please indicate the category in which the selected PLO falls into.

- | | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | 1. Critical thinking |
| <input checked="" type="checkbox"/> | 2. Information literacy |
| <input type="checkbox"/> | 3. Written communication |
| <input type="checkbox"/> | 4. Oral communication |
| <input type="checkbox"/> | 5. Quantitative literacy |
| <input checked="" type="checkbox"/> | 6. Inquiry and analysis |
| <input type="checkbox"/> | 7. Creative thinking |
| <input type="checkbox"/> | 8. Reading |
| <input type="checkbox"/> | 9. Team work |
| <input type="checkbox"/> | 10. Problem solving |
| <input type="checkbox"/> | 11. Civic knowledge and engagement |
| <input type="checkbox"/> | 12. Intercultural knowledge and competency |
| <input type="checkbox"/> | 13. Ethical reasoning |
| <input type="checkbox"/> | 14. Foundations and skills for lifelong learning |
| <input type="checkbox"/> | 15. Global learning |
| <input type="checkbox"/> | 16. Integrative and applied learning |
| <input type="checkbox"/> | 17. Overall competencies for GE Knowledge |
| <input type="checkbox"/> | 18. Overall competencies in the major/discipline |
| <input type="checkbox"/> | 19. Other: |

Please indicate where you have published the PLO, the standard of performance, and the rubric that measures the PLO:

	Q2.5	Q2.6	Q2.7
	(1) PLO	(2) Standards of Performance	(3) Rubrics
1. In SOME course syllabi/assignments in the program that address the PLO	x	x	x
2. In ALL course syllabi/assignments in the program that address the PLO			
3. In the student handbook/advising handbook			
4. In the university catalogue			
5. On the academic unit website or in newsletters			
6. In the assessment or program review reports, plans, resources or activities	x	x	x
7. In new course proposal forms in the department/college/university			
8. In the department/college/university's strategic plans and other planning documents			
9. In the department/college/university's budget plans and other resource allocation documents			
10. Other, specify:			

Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

Q3.1. Was assessment data/evidence **collected** for the selected PLO in 2014-2015?

- | | |
|-------------------------------------|------------------------------------|
| <input checked="" type="checkbox"/> | 1. Yes |
| <input type="checkbox"/> | 2. No (Skip to Q6) |
| <input type="checkbox"/> | 3. Don't know (Skip to Q6) |
| <input type="checkbox"/> | 4. N/A (Skip to Q6) |

Q3.2. If yes, was the data **scored/evaluated** for this PLO in 2014-2015?

- | | |
|-------------------------------------|------------------------------------|
| <input checked="" type="checkbox"/> | 1. Yes |
| <input type="checkbox"/> | 2. No (Skip to Q6) |
| <input type="checkbox"/> | 3. Don't know (Skip to Q6) |
| <input type="checkbox"/> | 4. N/A (Skip to Q6) |

<p>Q3.1A. How many assessment tools/methods/measures in total did you use to assess this PLO?</p> <p>One direct assessment was used, the final assignment for the capstone seminar in Women’s Studies.</p>	<p>Q3.2A Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected (see Attachment II)? [Word limit: 300]</p> <p>The final essay for the capstone course: WOMS 180: Seminar in Feminist Theory, submitted in response to an assignment prompt constructed to assess the PLO’s. All Women’s Studies majors participating in the course were assessed.</p>	
<p>Q3A: Direct Measures (key assignments, projects, portfolios)</p>		
<p>Q3.3. Were direct measures [key assignments, projects, portfolios, etc.] used to assess this PLO?</p> <p><input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (Go to Q3.7) <input type="checkbox"/> 3. Don’t know (Go to Q3.7)</p>	<p>Q3.3.1. Which of the following direct measures were used? [Check all that apply]</p> <p><input type="checkbox"/> 1. Capstone projects (including theses, senior theses), courses, or experiences <input checked="" type="checkbox"/> 2. Key assignments from required classes in the program <input type="checkbox"/> 3. Key assignments from elective classes <input type="checkbox"/> 4. Classroom based performance assessments such as simulations, comprehensive exams, critiques <input type="checkbox"/> 5. External performance assessments such as internships or other community based projects <input type="checkbox"/> 6. E-Portfolios <input type="checkbox"/> 7. Other portfolios <input type="checkbox"/> 8. Other measure. Specify:</p>	
<p>Q3.3.2. Please attach the direct measure you used to collect data. Final Assignment Prompt Attached.</p>		
<p>Q3.4. How was the data evaluated? [Select only one]</p> <p><input type="checkbox"/> 1. No rubric is used to interpret the evidence (Go to Q3.5) <input checked="" type="checkbox"/> 2. Used rubric developed/modified by the faculty who teaches the class <input type="checkbox"/> 3. Used rubric developed/modified by a group of faculty <input type="checkbox"/> 4. Used rubric pilot-tested and refined by a group of faculty <input type="checkbox"/> 5. The VALUE rubric(s) <input type="checkbox"/> 6. Modified VALUE rubric(s) <input type="checkbox"/> 7. Used other means. Specify:</p>		
<p>Q3.4.1. Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the PLO?</p> <p><input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don’t know <input type="checkbox"/> 4. N/A</p>	<p>Q3.4.2. Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the rubric?</p> <p><input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don’t know <input type="checkbox"/> 4. N/A</p>	<p>Q3.4.3. Was the rubric aligned directly and explicitly with the PLO?</p> <p><input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don’t know <input type="checkbox"/> 4. N/A</p>
<p>Q3.5. How many faculty members participated in planning the assessment data collection of the selected PLO? The two full-time faculty members, Tristan Josephson & Sujatha Moni.</p>	<p>Q3.5.1. If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?</p> <p><input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don’t know</p>	

<p>Q3.6. How did you select the sample of student work [papers, projects, portfolios, etc.]? There was no selection process. All the papers written by Women’s Studies majors were assessed.</p>	<p>Q3.6.1. How did you decide how many samples of student work to review? As Women’s Studies is a small major we have always been reviewing all the papers submitted by the majors in the discipline.</p>
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<p>Q3.6.2. How many students were in the class or program? 19</p>	<p>Q3.6.3. How many samples of student work did you evaluate? 16</p>	<p>Q3.6.4. Was the sample size of student work for the direct measure adequate?</p> <p><input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don’t know</p>
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Q3B: Indirect Measures (surveys, focus groups, interviews, etc.)

<p>Q3.7. Were indirect measures used to assess the PLO?</p> <p><input type="checkbox"/> 1. Yes <input checked="" type="checkbox"/> 2. No (Skip to Q3.8) <input type="checkbox"/> 3. Don’t know</p>	<p>Q3.7.1. Which of the following indirect measures were used? [Check all that apply]</p> <p><input type="checkbox"/> 1. National student surveys (e.g., NSSE) <input type="checkbox"/> 2. University conducted student surveys (e.g. OIR) <input type="checkbox"/> 3. College/Department/program student surveys <input type="checkbox"/> 4. Alumni surveys, focus groups, or interviews <input type="checkbox"/> 5. Employer surveys, focus groups, or interviews <input type="checkbox"/> 6. Advisory board surveys, focus groups, or interviews <input type="checkbox"/> 7. Other, specify:</p>
<p>Q3.7.2 If surveys were used, how was the sample size decided?</p>	<p>Q3.7.4. If surveys were used, what was the response rate?</p>
<p>Q3.7.3. If surveys were used, briefly specify how you selected your sample.</p>	

Q3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

<p>Q3.8. Were external benchmarking data such as licensing exams or standardized tests used to assess the PLO?</p> <p><input type="checkbox"/> 1. Yes <input checked="" type="checkbox"/> 2. No (Go to Q3.8.2) <input type="checkbox"/> 3. Don’t know</p>	<p>Q3.8.1. Which of the following measures were used?</p> <p><input type="checkbox"/> 1. National disciplinary exams or state/professional licensure exams <input type="checkbox"/> 2. General knowledge and skills measures (e.g., CLA, CAAP, ETS PP, etc.) <input type="checkbox"/> 3. Other standardized knowledge and skill exams (e.g., ETS, GRE, etc.) <input type="checkbox"/> 4. Other, specify:</p>
<p>Q3.8.2. Were other measures used to assess the PLO?</p> <p><input type="checkbox"/> 1. Yes <input checked="" type="checkbox"/> 2. No (Go to Q3.9) <input type="checkbox"/> 3. Don’t know (Go to Q3.9)</p>	<p>Q3.8.3. If other measures were used, please specify:</p>

Q3D: Alignment and Quality

<p>Q3.9. Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?</p> <p><input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No</p>	<p>Q3.9.1. Were ALL the assessment tools/measures/methods that were used good measures for the PLO?</p> <p><input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No</p>
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Question 4: Data, Findings and Conclusions

Q4.1. Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions: (see Attachment III)
 [Word limit: 600 for selected PLO]

PLO 1 Information Literacy: Knowledge & understanding of feminist perspectives (out of 4)	PLO 2 Critical thinking, Inquiry & Analysis (out of 4)	Combined Average of PLOs 1 & 2
3.5	2.5	3
3.5	3	3.5
4	4	4
3	4	3.5
3.5	3.5	3.5
3.5	4	3.5
4	4	4
3	2.5	2.5
(3.5	4	3.5
3	2	2.5
3	3	3
3.5	3	3.5
3	2.5 (2)	2.5
4	4	4
0 (plagiarized)	0 (plagiar)	0
3.5	3.5	3.5
3 & above=87.5%	3 & above=75%	Total = 75%

Q4.2. Are students doing well and meeting program standard? If not, how will the program work to improve student performance of the selected PLO?

Students are meeting and exceeding program standard. Following were the criteria:

4 = Highly Competent

3 = Mostly Competent

2 = Slightly competent

1 = Barely competent

The expected outcome was that 70% of students will be mostly competent with a 3 or more. As evident in the above table, most students exceeded expectations in both PLO's.

<p>PLO 1: Information Literacy: Students show evidence of Understanding, explaining & using feminist perspectives.</p> <p>PLO 2: Critical Thinking Inquiry & Analysis: Students are able to Analyze & comparatively evaluate theories and arguments within Women's Studies</p>	<p>Target performance for the assessment of both PLO's was that 70% of students would be mostly competent, having an assessment score of 3 or above.</p>	<p>A direct measure – the final assignment prompt for the capstone seminar in Women's Studies: Seminar in Feminist Theory– was used to conduct this assessment.</p>	<p>Findings PLO 1: Exceeded expectation with nearly 88% of students having an assessment score above 3. Out of these, 63% of students had a score of 3.5 and above out of 4.</p> <p>PLO 2: 75% students had 3 and above; about 50% had 3.5 and above.</p>	<p>To close the loop, faculty recognized that although women's studies majors have an excellent grasp of feminist perspectives and have exceeded expectations, they struggle a little with complex theoretical language and ability to think in complex ways. Faculty will address this gap during the first meeting of the Fall 2015 semester. We will also discuss posting these PLOs and assessment results in department webpage.</p>
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Q4.3. For selected PLO, the student performance:

- 1. **Exceeded** expectation/standard
- 2. **Met** expectation/standard
- 3. **Partially** met expectation/standard
- 4. **Partially** met expectation/standard
- 5. No expectation or standard has been specified
- 6. Don't know

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1. As a result of the **assessment effort in 2014-2015** and based on the prior feedback from OAPA, do you anticipate making any changes for your program (e.g., course structure, course content, or modification of PLOs)?

1. Yes
 2. No (Go to **Q6**)
 3. Don't know (Go to **Q6**)

Q5.1.1. Please describe what changes you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes. **[Word limit: 300 words]**

Q5.1.2. Do you have a plan to assess the impact of the changes that you anticipate making?

1. Yes
 2. No
 3. Don't know

Q5.2. How have the assessment data from last year (**2013 - 2014**) been used so far? **[Check all that apply]**

	(1) Very Much	(2) Quite a Bit	(3) Some	(4) Not at all	(8) N/A
1. Improving specific courses					
2. Modifying curriculum					
3. Improving advising and mentoring					
4. Revising learning outcomes/goals					
5. Revising rubrics and/or expectations					
6. Developing/updating assessment plan					
7. Annual assessment reports					
8. Program review					
9. Prospective student and family information					
10. Alumni communication					
11. WASC accreditation (regional accreditation)					
12. Program accreditation					
13. External accountability reporting requirement					
14. Trustee/Governing Board deliberations					
15. Strategic planning					
16. Institutional benchmarking					
17. Academic policy development or modification					
18. Institutional Improvement					
19. Resource allocation and budgeting					
20. New faculty hiring					
21. Professional development for faculty and staff					
22. Recruitment of new students					
23. Other Specify:					

Q5.2.1. Please provide a detailed example of how you used the assessment data above.

The assessment data confirmed what we already knew about the strengths and weaknesses of our majors. We used the feedback provided by the OAPA Committee on our 2013-14 Assessment Report in order to revise our Assessment Plan for 2014-15. Based on their recommendations following are the changes we made: 1) We decided to assess two PLO's instead of all; 2) we created a specific target or expectation that 70% of our majors will be mostly competent; and 3) we used vocabulary from Bloom's taxonomy to rewrite the PLO's we assessed in 2014-15. In the coming academic year we have plans to include information regarding Assessment in the roadmap as well as include the results of our Assessment in the department website.

Additional Assessment Activities

Q6. Many academic units have collected assessment data on aspects of a program that are not related to PLOs (i.e., impacts of an advising center, etc.). **If** your program/academic unit has collected data on the program elements, please briefly report your results here. **[Word limit: 300]**

Q7. What PLO(s) do you plan to assess next year?

- | | |
|--------------------------|---|
| x | 1. Critical thinking |
| <input type="checkbox"/> | 2. Information literacy |
| <input type="checkbox"/> | 3. Written communication |
| <input type="checkbox"/> | 4. Oral communication |
| <input type="checkbox"/> | 5. Quantitative literacy |
| <input type="checkbox"/> | 6. Inquiry and analysis |
| <input type="checkbox"/> | 7. Creative thinking |
| <input type="checkbox"/> | 8. Reading |
| <input type="checkbox"/> | 9. Team work |
| <input type="checkbox"/> | 10. Problem solving |
| <input type="checkbox"/> | 11. Civic knowledge and engagement |
| <input type="checkbox"/> | 12. Intercultural knowledge and competency |
| x | 13. Ethical reasoning |
| <input type="checkbox"/> | 14. Foundations and skills for lifelong learning |
| <input type="checkbox"/> | 15. Global learning |
| x | 16. Integrative and applied learning |
| <input type="checkbox"/> | 17. Overall competencies for GE Knowledge |
| <input type="checkbox"/> | 18. Overall competencies in the major/discipline |
| <input type="checkbox"/> | 19. Other, specify any PLOs that were assessed in 2014-2015 but not included above: |
| <input type="checkbox"/> | a. |
| <input type="checkbox"/> | b. |
| <input type="checkbox"/> | c. |

Q8. Have you attached any appendices? If yes, please list them all here:

Appendix 1: Assignment Prompt

Appendix 2: Complete Grading Rubric which was provided to students, even though only two main categories were assessed in 201-15.

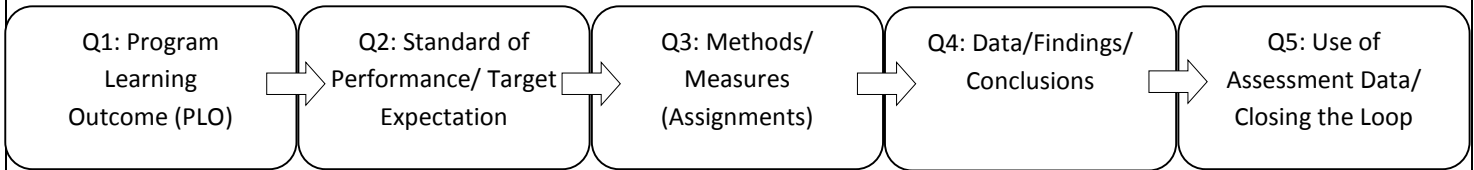
Program Information

P1. Program/Concentration Name(s):					P2. Program Director:						
P1.1. Report Authors: Sujatha Moni					P2.1. Department Chair: Rita Cameron Wedding						
P3. Academic unit: Department, Program, or College: Women's Studies					P4. College: SSIS						
P5. Fall 2014 enrollment for Academic unit (See Department Fact Book 2014 by the Office of Institutional Research for fall 2014 enrollment): 339					P6. Program Type: [Select only one]						
					<input checked="" type="checkbox"/>	1. Undergraduate baccalaureate major					
					<input type="checkbox"/>	2. Credential					
					<input type="checkbox"/>	3. Master's degree					
					<input type="checkbox"/>	4. Doctorate (Ph.D./Ed.d)					
					<input type="checkbox"/>	5. Other. Please specify:					
Undergraduate Degree Program(s):					Master Degree Program(s):						
P7. Number of undergraduate degree programs the academic unit has: 1					P8. Number of Master's degree programs the academic unit has:						
P7.1. List all the name(s): B.S. Women's Studies					P8.1. List all the name(s):						
P7.2. How many concentrations appear on the diploma for this undergraduate program?					P8.2. How many concentrations appear on the diploma for this master program?						
Credential Program(s):					Doctorate Program(s)						
P9. Number of credential programs the academic unit has:					P10. Number of doctorate degree programs the academic unit has:						
P9.1. List all the names:					P10.1. List all the name(s):						
When was your assessment plan?											
		1. Before 2007-08	2. 2007-08	3. 2008-09	4. 2009-10	5. 2010-11	6. 2011-12	7. 2012-13	8. 2013-14	9. 2014-15	10. No formal plan
P11. Developed				x							
P12. Last updated										x	
								1. Yes	2. No	3. Don't Know	
P13. Have you developed a curriculum map for this program?								x			
P14. Has the program indicated explicitly where the assessment of student learning occurs in the curriculum?									x		
P15. Does the program have any capstone class?								x			
P16. Does the program have ANY capstone project?								x			

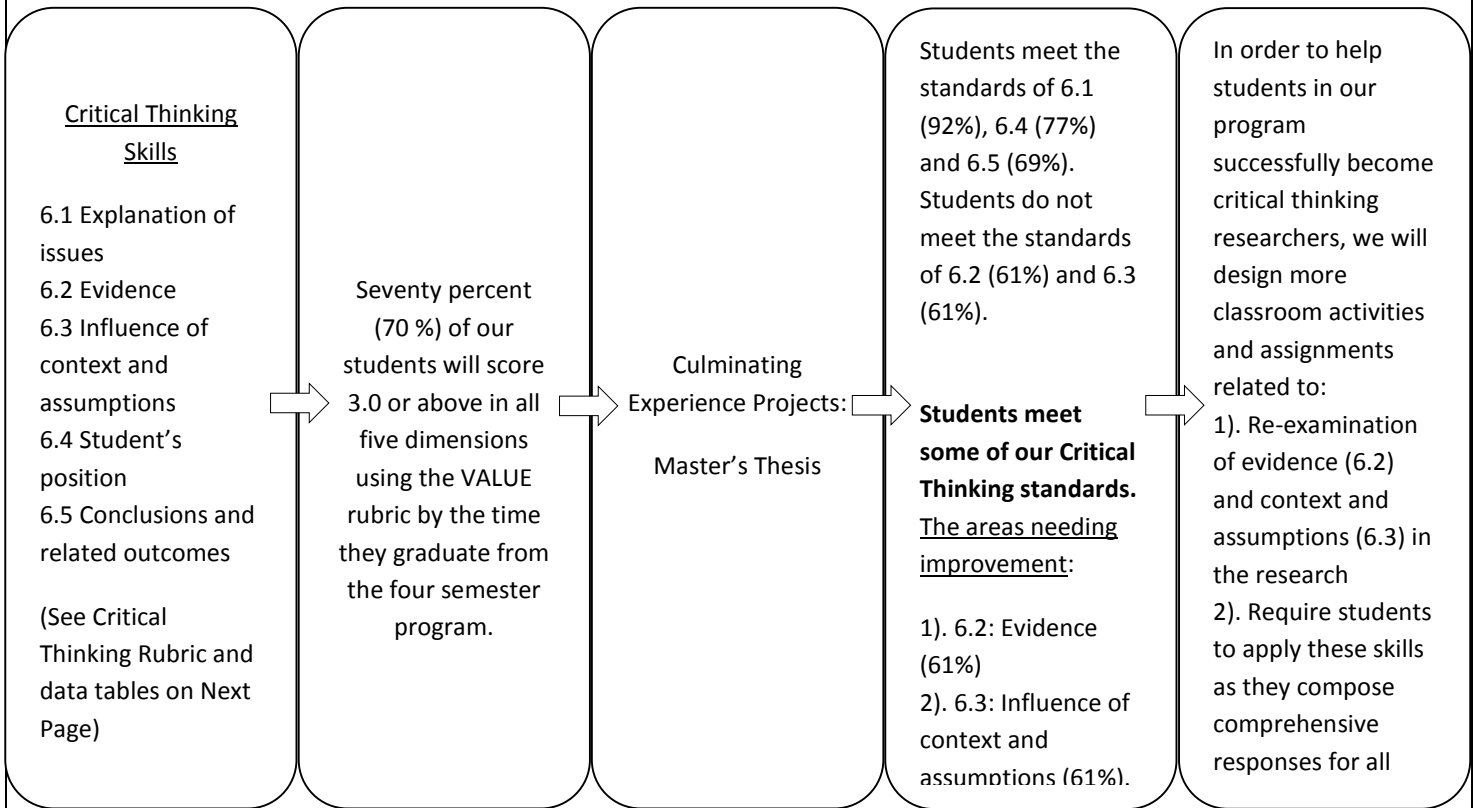
Assessing Other Program Learning Outcomes (Optional)

If your program assessed PLOs not reported above, please summarize your assessment activities in the table below. If you completed part of the assessment process, but not the full process (for example, you revised a PLO and developed a new rubric for measuring it), then put N/A in any boxes that do not apply.

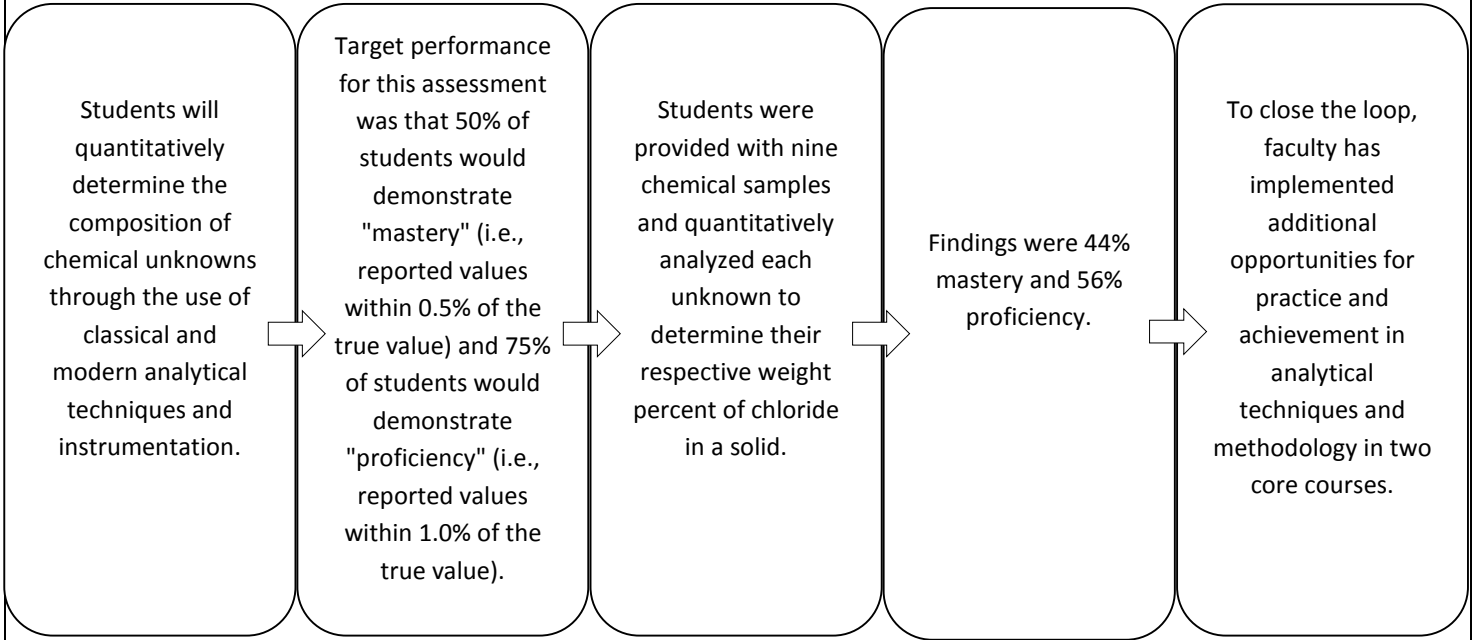
Report Assessment Activities on Additional PLOs Here



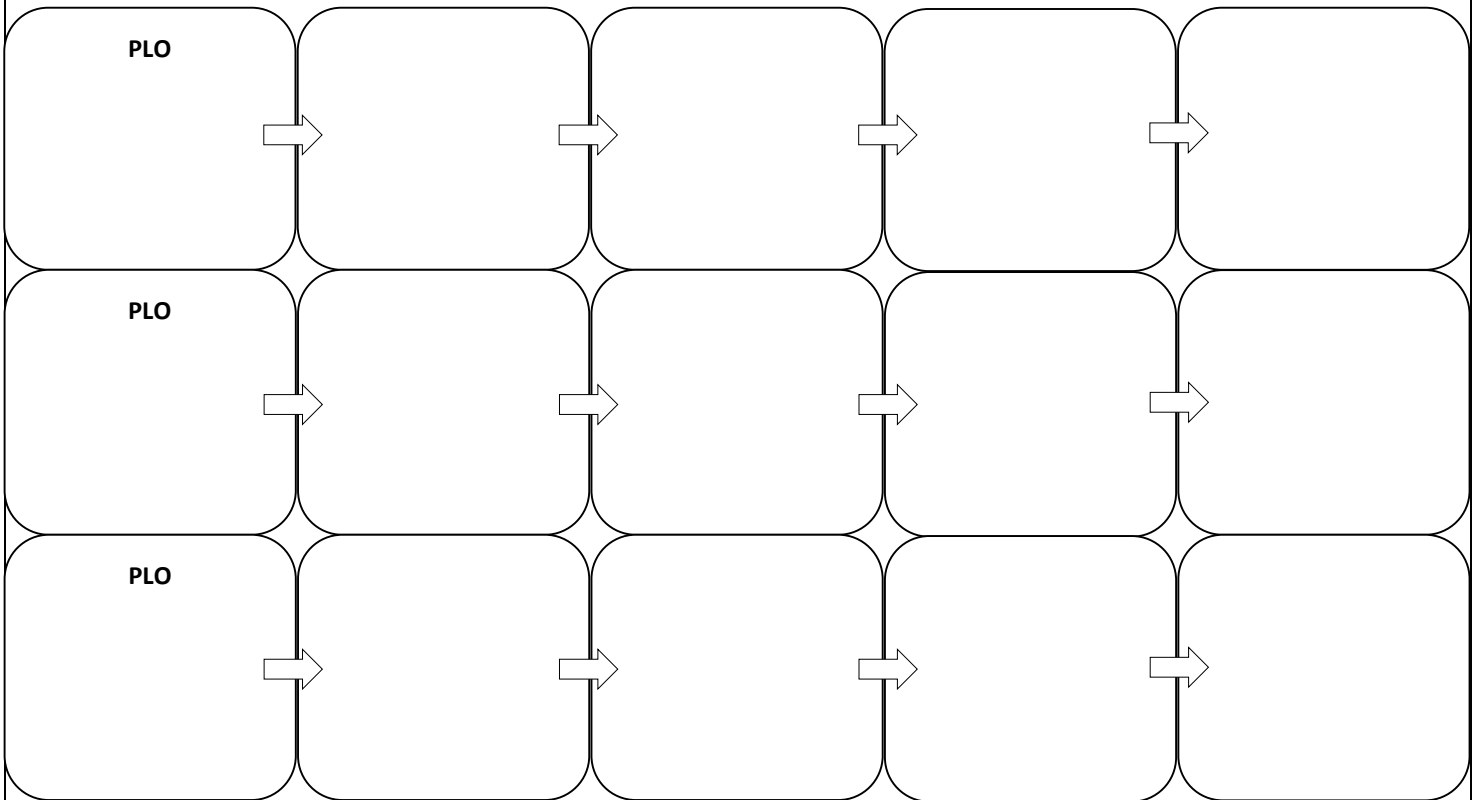
Example: Educational Technology (iMet), MA



Example: Chemistry BS/BA



Additional PLOs



Attachment I: The Development of Program Learning Outcomes

The Importance of Verbs

Multiple Interpretations:	Fewer Interpretations:
to grasp	to write
to know	to recite
to enjoy	to identify
to believe	to construct
to appreciate	to solve
to understand	to compare

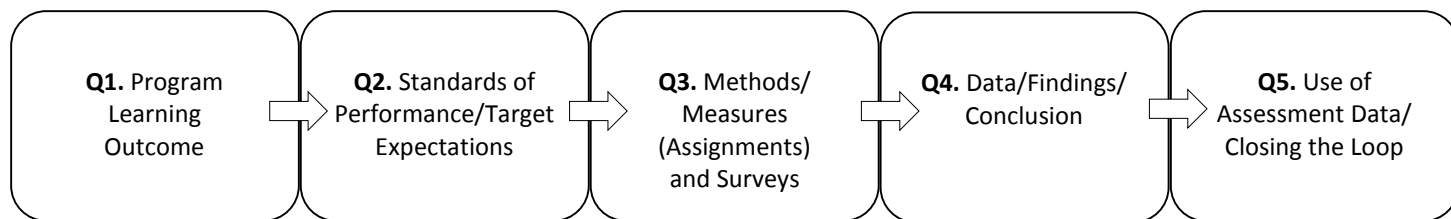
Relevant Verbs in Defining Learning Outcomes

(Based on Bloom's Taxonomy)

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Cite	Arrange	Apply	Analyze	Arrange	Appraise
Define	Classify	Change	Appraise	Assemble	Assess
Describe	Convert	Compute	Break Down	Categorize	Choose
Identify	Describe	Construct	Calculate	Collect	Compare
Indicate	Defend	Demonstrate	Categorize	Combine	Conclude
Know	Diagram	Discover	Compare	Compile	Contrast
Label	Discuss	Dramatize	Contrast	Compose	Criticize
List	Distinguish	Employ	Criticize	Construct	Decide
Match	Estimate	Illustrate	Debate	Create	Discriminate
Memorize	Explain	Interpret	Determine	Design	Estimate
Name	Extend	Investigate	Diagram	Devise	Evaluate
Outline	Generalize	Manipulate	Differentiate	Explain	Explain
Recall	Give Examples	Modify	Discriminate	Formulate	Grade
Recognize	Infer	Operate	Distinguish	Generate	Interpret
Record	Locate	Organize	Examine	Manage	Judge
Relate	Outline	Practice	Experiment	Modify	Justify
Repeat	Paraphrase	Predict	Identify	Organizer	Measure
Reproduce	Predict	Prepare	Illustrate	Perform	Rate
Select	Report	Produce	Infer	Plan	Relate
State	Restate	Schedule	Inspect	Prepare	Revise
Underline	Review	Shop	Inventory	Produce	Score
	Suggest	Sketch	Outline	Propose	Select
	Summarize	Solve	Question	Rearrange	Summarize
	Translate	Translate	Relate	Reconstruct	Support
		Use	Select	Relate	Value
			Solve	Reorganize	
			Test	Revise	

Attachment II: Simplified Annual Assessment Report

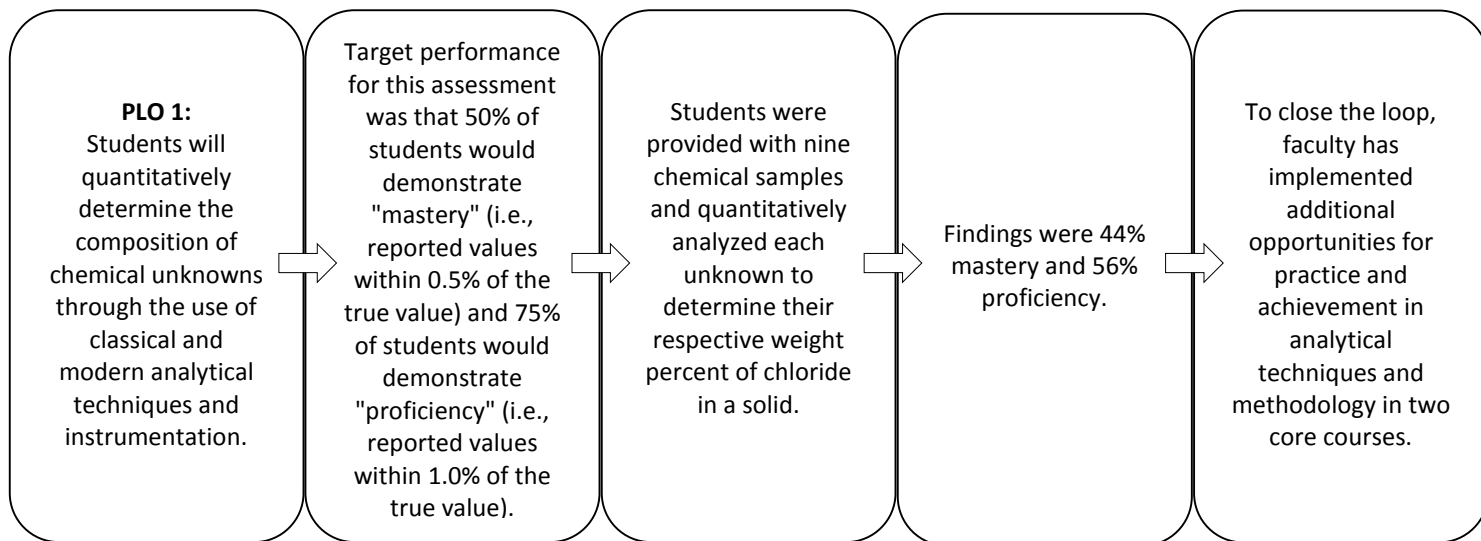
Basic Assessment



Examples:

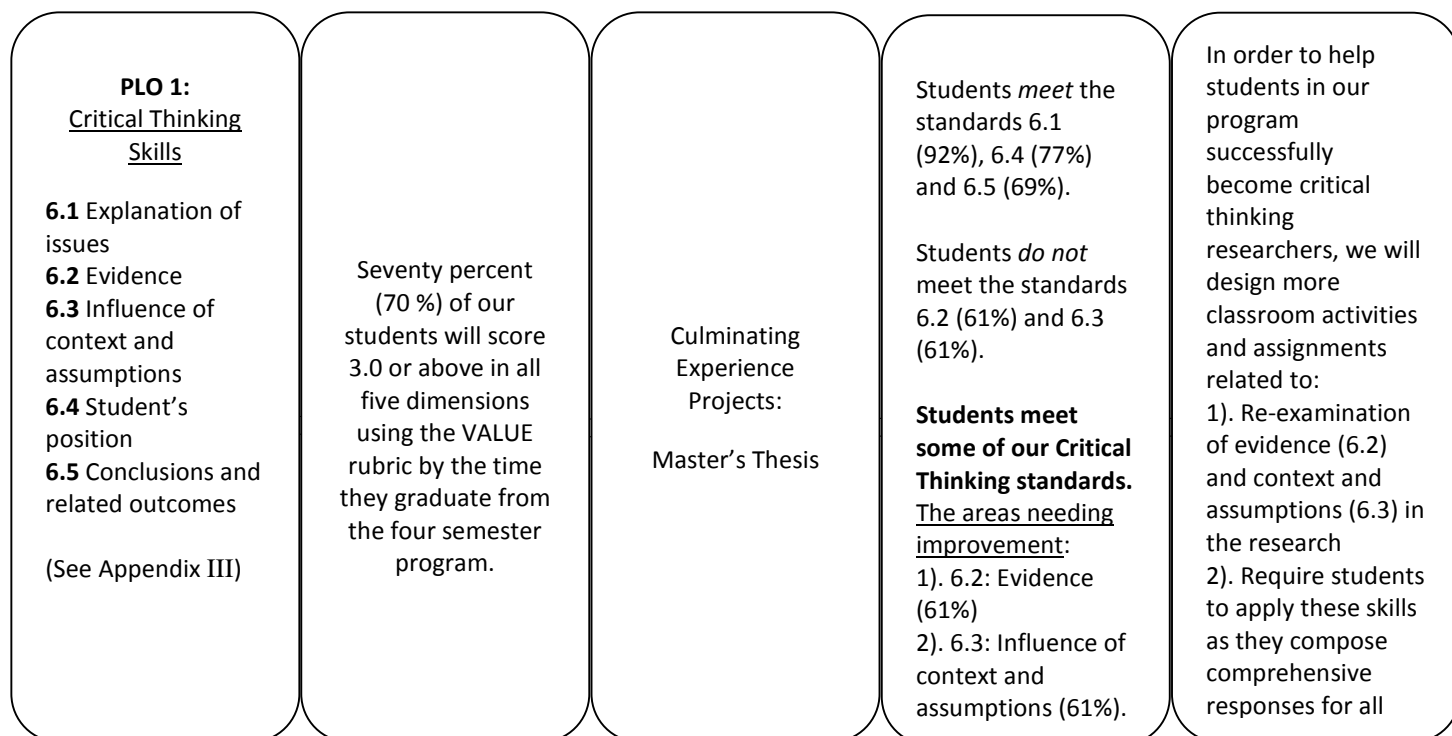
Chemistry, BS/BA

(Example of Content Knowledge)

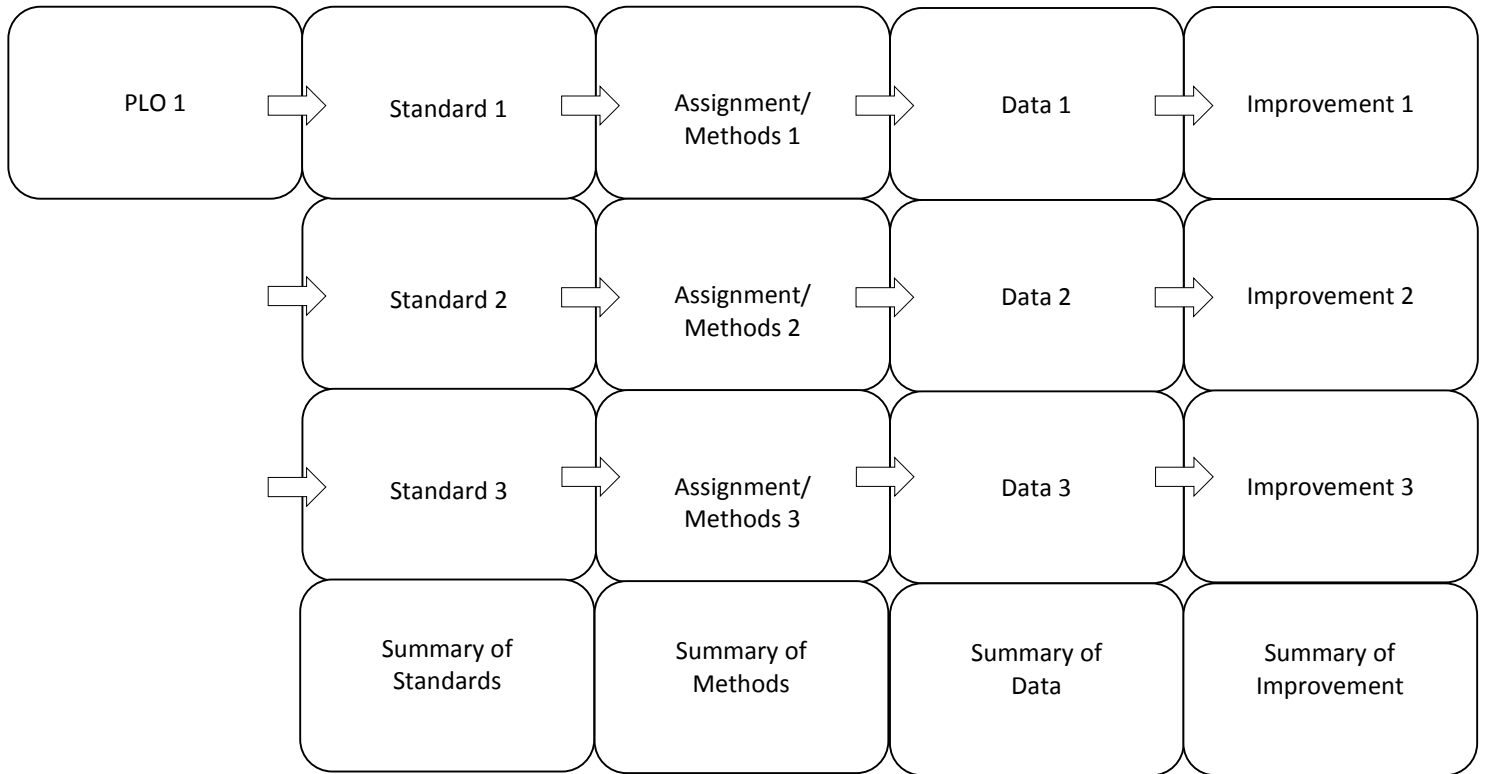


Educational Technology (iMet), MA

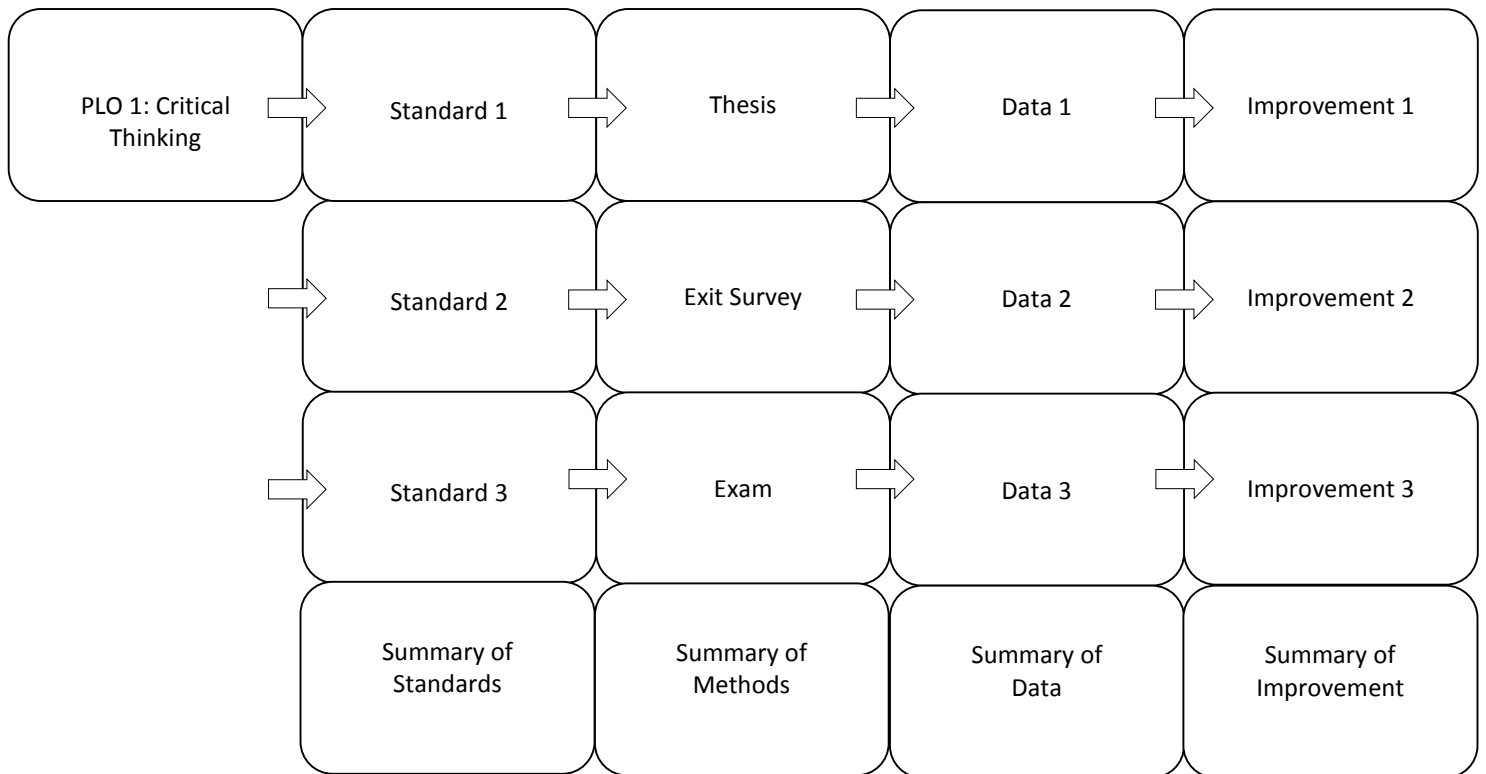
(Example of Complicated Skills)



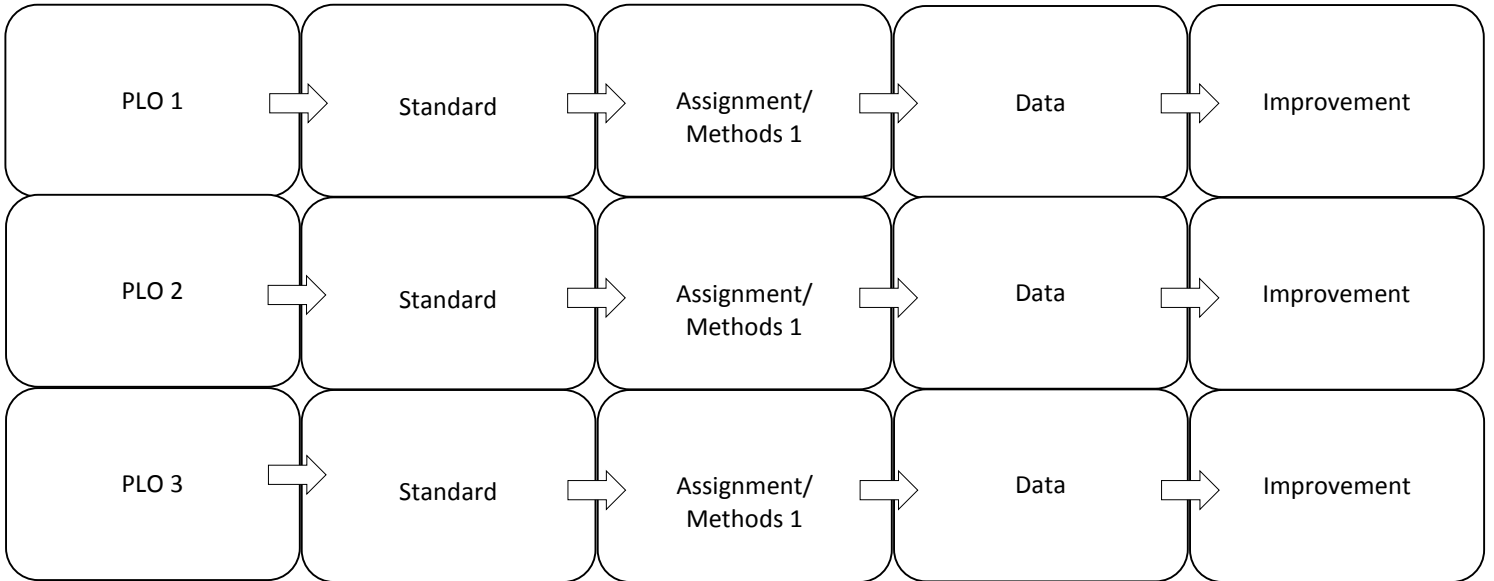
Assessment Flowchart – Multiple Methods
One PLO Assessed by Multiple Assignments



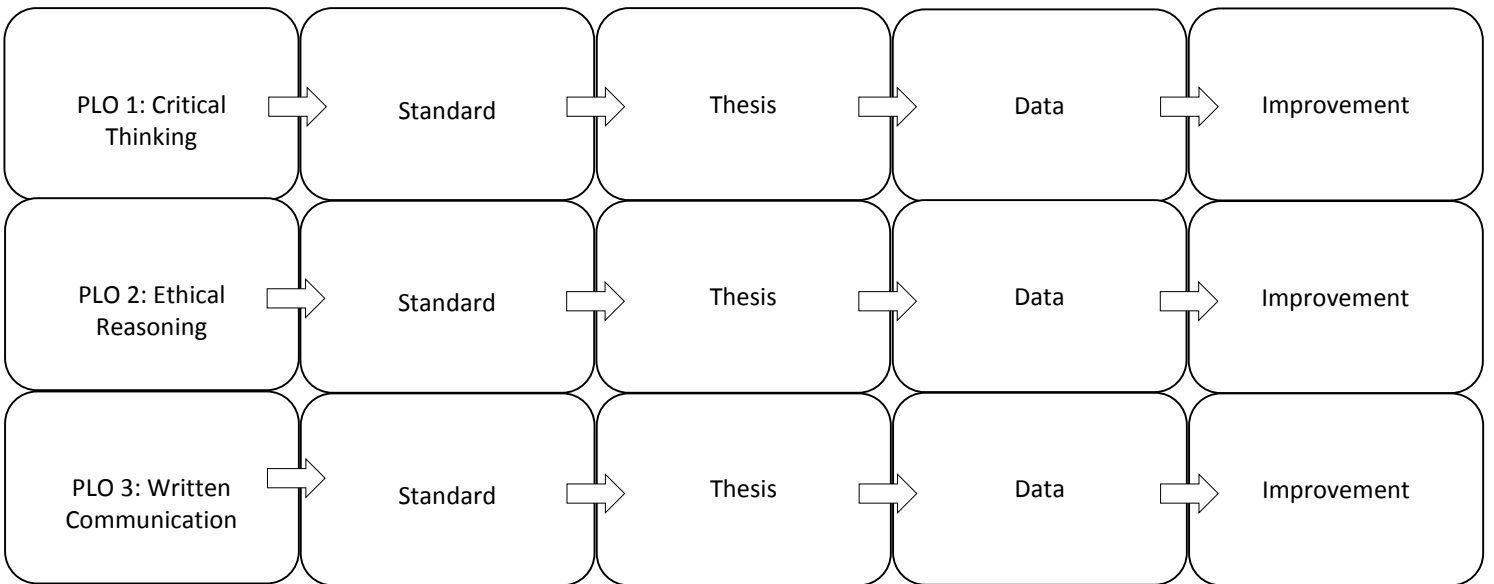
Multiple-Methods Example:



Assessment Flowchart – Multiple PLOs
Multiple PLOs Assessed by One Assignment



Multiple-PLOs Example



Attachment III: Program Learning Outcomes (PLOs) for the Educational Technology (iMet) Graduate Program

Table I: The Results for Critical Thinking Skill

Note: Data shown here drawn from Data Collection Sheet¹

Different Levels ² Five Criteria (Areas) ²	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Total (N=10)
6.1: Explanation of issues	38%	54%	0%	8%	(100%, N=13)
6.2: Evidence	15%	46%	23%	15%	(100%, N=13)
6.3: Influence of context and assumptions	15%	46%	23%	15%	(100%, N=13)
6.4: Student's position	23%	54%	8%	15%	(100%, N=13)
6.5: Conclusions and related outcomes	15%	54%	15%	15%	(100%, N=13)

Standards of Performance for Education Technology (iMet) Graduate Students

Q2.3. If your program has an explicit standard(s) of performance for the selected PLO, describe the desired level of learning: *Seventy percent (70 %) of our students will score 3.0 or above using the VALUE rubric by the time they graduate from the four semester program.*

¹Critical Thinking Data Collection Sheet

Different Levels ² Five Criteria (Areas) ²	(4)	(3)	(2)	(1)	Total (N=10)
6.1: Explanation of issues	5	7	0	1	(N=13)
6.2: Evidence	2	6	3	2	(N=13)
6.3: Influence of context and assumptions	2	6	3	2	(N=13)
6.4: Student's position	3	7	1	2	(N=13)
6.5: Conclusions and related outcomes	2	7	2	2	(N=13)

²Critical Thinking Value Rubric

Criterion	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
6.1: Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
6.2: Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
6.3: Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions).
6.4: Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position.	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
6.5: Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect students' informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

**Appendix I: Critical Thinking Value Rubric for PLO 6: Critical Thinking Skill
(Rubric to Assess Master Thesis and ePortfolio)**

Criterion	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
6.1: Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
6.2: Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
6.3: Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions).
6.4: Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position.	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
6.5: Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Standards and Achievement Targets: 70 % of our first year graduate students should score **3 or above** by the time of their graduation.

**Appendix II: Key Assessment for the iMET Program
Culminating Experience Report**

Culminating Experience Report (Action Research Report): The main task in action research is to design and implement a study using data collection tools that will allow you to "show" the reader what happened during and as a result of your intervention. After collecting your data, you will sort through your findings, looking for bits of data that reveal some information pertinent to your study. You then look for relationships (patterns) between these bits or pieces. The patterns that emerge from a variety of sources such as things that happen, things that you observe, things that people say and things that you measure result in your findings (conclusions).

Suggested Headings for iMET Action Research Report

	Title Page
	Abstract
	Introduction
Statement Of The Problem	
Significance	
Research Questions	
Definitions	
	Review of Literature
	Methods
Description of the Innovation/Intervention	
Setting	
Limitations/Delimitations of the Study	
Data Collection	
Types of data collected.	
Subjects.	
Variables.	
Steps taken.	
Data Analysis	
Procedures.	
Validity and reliability.	
	Findings
	Discussion
	References
	Appendices

Appendix III: Key Assessment for the iMET Program ePortfolio

The iMET culminating experience is an ePortfolio consisting of:

1. **Abstract:** Simply put, the portfolio abstract is an introduction to your e-portfolio. The basic components of the abstract includes elements such as:
 - a welcome to the reader
 - an overview of the portfolio components
 - an introduction to the navigation of the portfolio
2. **Process:** The process section of the portfolio consists of a personal reflection on your experience of the iMET program and a resume. In addition, many students include a narrative of their teaching history and philosophy in this section.
3. **Products:** In the product section of the portfolio, you link artifacts (products) you have created during your time in the program. Each product you include in the product section must be accompanied by:
 - a description of how the product was conceived (what was the individual or group process that led to the creation of the product).
 - a description of how technology and teaching strategies were utilized
 - standards covered by the use of the product
 - feedback on the product you have received from received 2 peers and 1 faculty on your project
 - Most portfolio's contain at least 3-5 Artifacts
4. **Report: Literature Review and Action Research**

Literature Review: The goal of the literature review is to introduce your readers to your research by synthesizing for them what has been written about your area of focus. It is also a place where you address the educational theories that motivated the design of your research. Ultimately, the review of literature should set the stage for your discussion of your research. Also remember that, though you can use a variety of sources, it is very important to share primary sources of information.

Action Research: The main task in action research is to design and implement a study using data collection tools that will allow you to "show" the reader what happened during and as a result of your intervention. After collecting your data, you will sort through your findings, looking for bits of data that reveal some information pertinent to your study. You then look for relationships (patterns) between these bits or pieces. The patterns that emerge from a variety of sources such as things that happen, things that you observe, things that people say and things that you measure result in your findings (conclusions).
5. **Symposium: Electronic Poster and/or Webinar**

WOMS 180: Assignment II

Your goal in this paper is to choose a particular institution, organization or social problem and use feminist theory to: a) identify a specific set of feminist problems within this institution or organization, b) analyze the structures of power operating within this space, and c) examine alternative structures and frameworks for addressing the feminist concerns within this space.

Throughout your analysis, develop comparisons among **3** different theoretical frameworks from a minimum of 5 different essays you have read in this course, starting from postcolonial theory up to the end of the semester. Discuss specific feminist issues or problems around which you can develop your comparisons.

Examples of Topics: the school system or higher education; hospital; legal establishment (such as the district attorney's office OR legal aid services, etc.); law enforcement; government; homeless or domestic violence shelters; childcare centers; a private corporation; state government services, social welfare; prisons; a sport, cultural festival, gay marriage, hate crimes, the economic crisis, war, media & pop culture; music videos; global economic practices, media, multi-cultural centers, immigration reform, reproductive rights, revolutions, etc.

Here are some Questions to get you thinking: **How do feminist theories help you understand this particular institution and the structuring of power relations within it? What strategies do theories offer in challenging and dismantling intersecting discourses of gender, race, class, and culture?** What possibilities for global feminist identity politics can you come up with based on your feminist reading of this particular institution?

Try to come up with a specific conclusion regarding the effectiveness of these theories and their contribution to the advancement of feminist scholarship.

Paper should be minimum 12-15 pages long in Times New Roman 12 font, double spaced with 1" margins all around in a format of your choice. Use both in-class and outside sources to develop your analysis. **Minimum 10 sources required with at least 5 texts from class.** Everyone should submit a 2 page proposal and get my approval on selected topic. Email or talk to me if you need help/clarifications. Enjoy writing the paper!

Grading Rubric for 180 Final Assignment

Grading Criteria	4 – Highly Competent	3 – Mostly Competent	2 – Slightly Competent	1 – Barely Competent
<p>1) Information Literacy: Understand, explain & use feminist perspectives.</p> <p>2) Critical Thinking, Inquiry & Analysis: Analyze & comparatively evaluate theories and arguments within Women’s Studies.</p>	<p>A clear application and mastery of feminist theory. Excellent evaluation of complex arguments within and between texts.</p>	<p>Application of feminist theory with Clear interpretation of texts with comparative perspectives.</p>	<p>Some application of feminist theory Over all interpretation and analysis okay, with problems in some places.</p>	<p>Hardly any application of feminist theory Several interpretation problems.</p>
<p>3) Feminist Perspectives 1) Application of feminist perspectives to social issues/institutions or organization</p>	<p>Excellent application of theories to social context</p>	<p>Suitable application of feminist theories to social context</p>	<p>Theories are somewhat applied to context.</p>	<p>There is somewhat of an attempt to apply theory to context.</p>
<p>4) Effective Communication 1) Syntax, Grammar & Organization 2) Audience Engagement</p>	<p>Paper is well organized with excellent intro, strong paragraphs, transitions, adequate supporting quotes, summary & critical analysis. Paper is engaging, with no grammar errors.</p>	<p>Well organized with good ideas and well developed paras, supporting quotes and explanations. Topic is quite interesting & there may be slight grammar errors.</p>	<p>Organization needs improvement. Paragraphs are weak, lacking transitions. Either too much summary, or very little explanation of context. Needs supporting quotes. Topic is somewhat engaging for audience. Several grammar errors.</p>	<p>Lacks organization, poorly constructed paragraphs. Discussion not adequate. Lacks quotes, arguments, & substantial context. Topic is not engaging. There may or may not be several grammar errors.</p>